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ABSTRACT

The Swedish National Board of Universities and Colleges' research on higher education program is discussed. The program's primary aim is to encourage discussion of the content, form, and effect of higher education activities. After outlining the distinctive properties and values of the program, the following main content areas of research are identified: higher education in society, the organization of higher education, and the conditions and potentialities of research and education. In addition, examples of questions that are being studied are discussed: (1) division of labor, professionalization, and specialization, (2) higher education traditions, research, and education ideologies, (3) the conditions and environment of research and research training, and (4) sectoral research. Information is also provided on how resources have been distributed between problem areas and the shifts in the involvement of the various disciplines. It is suggested that the research program is developing more coherent and deeper knowledge concerning the tasks of higher education, its internal life, and its function in society. A bibliography of the program's 1982-1983 publications and a list of current projects, both grouped by main content area, are included. (SW)

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THE RESEARCH ON HIGHER EDUCATION PROGRAM

AN OVERVIEW

This research program, launched in 1971, has now been in progress for 12 years and in many respects has become institutionalised. For example, its operating and decision-making routines have remained unaltered for the past seven years. An international research conference, the third in the history of the program, and an international evaluation of the program have provided further confirmation that Swedish research into higher education is now also internationally established.

Through this research program, the NBUC is supporting a long-term "build-up of knowledge and competence (primarily in the form of basic research) motivated by sectoral needs", as was particularly recommended in the 1982 Government Bill on Research Policy. The principal aim of the program is to encourage a qualified discussion and critique of the content, forms and effects of university and other higher education activities, so as to improve our understanding of the conditions in which higher education can best serve its purpose.

The following are some of the distinctive properties and values of this program.

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- The focus of the research efforts is on basic issues in the higher education sector, and the studies are independent of central or other planning and reform activities.

- The program involves viewing higher education in a host of different perspectives. The types of study to be included and the disciplines to take part are just as important as the actual questions and fields investigated.

- The steering takes place through general policy statements and, beyond this, not be commissioning but by means of discussions and seminars.

- It is the problem definitions of the researchers rather than those of practitioners that determine the point of departure for the research efforts, and also for most publications, under the program.

- In choosing between studies of equal practical relevance, the program gives priority to those which are scientifically most interesting.

- International criteria are used more extensively than national ones in assessing the success of program work.

- The main actors in the program are a number of research groups engaged over a longer period and their international research community, while the function of the program secretariat at the NBUC is mainly one of administrative co-ordination.

EXAMPLES OF CONTENT

The research program is concerned with four major fields: higher education in society, the organisation of higher education, and the conditions and potentialities of research and education respectively. In all four of these areas, problems are studied in a multidisciplinary

way and analysed at the strucural level, as well as at the process level and at the level of individuals. So far, within the four fields, about a hundred projects have been launched hitherto within 12 different socialscience and humanities disciplines, some 30 doctorial theses have been published and about 30 conferences and problem area meetings have been held.

The following are a few short examples of questions which are being studied as part of this program. Other examples, for instance concerning the educational function, which was the main focal point of the program for most of the 1970s, have been presented in earlier overviews of this kind. There are also three appendices, one giving a bibliography of the program's recent publications, another listing the current studies, and a third one on advisory groups.

(a) *Division of labour, professionalisation and specialisation*

Interaction between higher education and the labour market is very much a matter of higher education contributing towards an ongoing specialisation of work. This development has been analysed in a number of projects and at conferences and problem field meetings. Horizontial and vertical division of labour was discussed in UHÄ Report 1980:9, "Working life perspectives for research into education", together with what is known as the bifurcation hypothesis, which maintains that computerisation and specialisation, for example, are fragmenting working life into a host of routine tasks and a small number of system-controlling appointments. Division of labour and specialisation also have a great deal of impact on the structure of the labour market, on the development of the number of job opportunities in various sectors of society, on industrial democracy and so on. Several psychological and sociological studies have been undertaken or

are in progress in this area. These include, for example, three projects, now nearing completion, concerning long-term effects on concept formation, knowledge and values in a number of professional higher education programmes. Studies in sociology and the history of ideas are serving to elucidate e.g. the importance of technical knowledge as a factor of vocational identity, changes in the educational qualifications for public servants during the early part of the present century, as well as the effects on comprehension and competence requirements that computerisation incurs on higher education and research.

(b) *Higher education traditions, research and education ideologies*

The history of Swedish universities and colleges has been described in one major project as a process of development from Bildung to Ausbildung. The heavy vocational focus of higher education today was not characteristic of the earlier university tradition. One of the main concerns of the research programme in recent years has been to elucidate the intellectual traditions, philosophical roots and vocational context of various programs of higher education. Several projects concerned with knowledge traditions and with ideologies of research and education are now nearing completion. The study programmes here analysed are those for social workers, pre-school teachers, nurses and doctors. Special attention has been paid to the way in which non-academic knowledge traditions can develop within the new, integrated higher education system, where university values tend to dominate.

(c) *The conditions and environment of research and research training*

One of the important questions in the debate on universities and colleges in the early 1970s concerned the conditions of research in an integrated system of higher education. One of the early projects under the programme dealt with this

question, comparing the organisation of university research in Sweden and in e.g. Britain and Germany.

A major project in the form of a historic study of the conditions of research training during the 20th century is now approaching completion. So too is a psychological study of the characteristics of the researcher's personality. The conditions of research have also been dealt with in a number of seminars and conferences forming part of the programme. In addition, co-operation has been going on with other research-supporting agencies with a view to closer co-ordination of efforts in this field. Recently inaugurated projects include a sociological and socio-anthropological study of research culture and the research community, as well as a pedagogical study of research training for biologists and physicists.

(d) *Sectoral research: its policy and reality*

The growing proportion of research funded by industry and by national authorities other than research councils has substantially transformed the conditions and content of university research. The development of this sectoral research should be studied both in a historical perspective and through comparative cross-sections of the present-day situation in various sectors of society. Both these lines of study have been included in the programme. Two projects, one of which has just been completed, are above all concerned with interaction of research and decision-making within the field of higher education itself. One of the projects launched recently is aimed at charting the use of sectoral research within wide sectors of society.

THE PROGRAM´S DEVELOPMENT

An illustration of the development of the research program up till now and a prediction for the rest of

the 1980s is given in the following tables. Table 1 shows how resources have been distributed between the problem areas.

Table 1. Research on higher education
Inputs by areas

Problem areas	Percentage of grants (%)			Prediction for 1984-89
	1971-74	1975-78	1979-83	
The role of higher education in society	39	33	38	30
The organization of higher education	16	28	29	30
The research function	2	21	19	25
The educational function	43	18	14	15
TOTAL	100	100	100	100

Table 2 illustrates correspondingly the shifts in the involvment of the various disciplines. The predictions indicated in the tables are based on judgements made by the program's advisory groups, who in 1982 had two meetings in order to consider in which directions the program should move in the next five years. Idea papers written by about 30 of the researchers and practitioners belonging to the program's nearest interest groups were used as a background for those meetings.

Table 2. Research on higher education
Inputs by disciplines

Disciplines	Percentage of grants (%)			Prediction for 1984-89
	1971-74	1975-78	1979-83	
Philosophy, history, history of ideas, theory of science	2	18	23	30
Business economics, economics, economic history, geography	9	16	-	-
Education, psychology	70	39	49	35
Sociology, anthropology	18	7	10	15
Political science	1	20	18	20
TOTAL	100	100	100	100

Two examples of the deeper penetration of the problems studied that gradually occurs in this research program are the following.

a) Typical studies of educational effects in the early 1970s were concerned with various external yardsticks of efficiency and productivity, while ten years later they are mainly concerned with the students' concept formation and the way in which they acquire attitudes and values regarding the professional activities for which higher education prepares them.

b) Questions of organization which were studied in the initial stage of the program's existence were concerned with outer circumstances such as localization, organization of the studies, administrative procedures, etc, while the organizational research today instead is concentrated on the inner life of higher education as expressed for instance through the attitudes of the teachers and researchers towards their

work and its conditions, through the knowledge traditions of various study programs, etc.

This deeper penetration of higher education issues has gradually broadened the purpose and extended the interest groups of the program. In the beginning, the program was seen as a part of the central decision-making organization of higher education, its task being to increase the knowledge of the outer frames of the higher education activities, which should and could be planned and controlled from the political level. This was probably a reasonable ambition for that period, but it is no longer adequate in the decentralized system introduced in 1977, where decisions about direction, content and forms of activities are now taken in the various higher education institutions. It is, therefore, now necessary that the research program serves all higher education interests more openly and independently, by contributing towards more coherent and, at the same time, deeper knowledge concerning the tasks of higher education, its internal life and its function in society.

The NBUC expects that the research program will continue its work to analyze basic issues of higher education in the four problem areas mentioned above. Some of the issues presently studied, e.g. research environment and research organization or knowledge traditions of educational programs, will continue to be central in the research efforts. In addition to that, and in accordance with the recommendations of the program's advisory groups, studies of the following broad issues will now also be given special priority:

a) the organization of higher education and the content of research and teaching,
b) knowledge, education and the division of labour in society, and
c) higher education and cultural life.

The NUBC is confident that the combined planning and searching process, including problem area meetings, seminars and advisory group meetings, that has been developed in this research program, will guarantee that these important issues will come into focus in the program during the second part of the 1980s.

Eskil Björklund

1983-06-30

RESEARCH INTO HIGHER EDUCATION

A bibliography of the program's recent publications (1982-1983)

Area 1. *The role of higher education in society*

Bergendal, Gunnar (Ed.) (1983) *Knowledge and higher education* (Stockholm: Almqvist & Wiksell International).

Bergendal, Gunnar (Ed.) (Forthcoming) *Knowledge Policy and Knowledge Traditions in Higher Education* (Stockholm: Almqvist & Wiksell International).

Berner, Boel (1982) "Kvinnor, kunskap och makt i teknikens värld", *Kvinnovetenskaplig Tidskrift*, Nr 3.

Dahlgren, Lars Owe (Forthcoming) "The Outcome of Learning", in: Marton, Ference, Entwistle, N J & Hounsell, D (Eds.) *The Experience of Learning* (Edinburgh: Scottish Academic Press).

Dahlgren, Lars Owe (1983) "Higher Education - Impact on Students", in: Husén, Torsten & Postlethwaite, T N (Eds.) *International Encyclopedia of Education. Research and Studies* (London: Pergamon Press).

Franke-Wikberg, Sigbrit & Zetterström, Bo-Olof (1983) "From Ideas on Quality of Education to Ideas as Quality of Education", in: Framhein, Gerhild & Langer, Josef (Eds.) *Student und Studium in Internationalen Vergleich* (Klagenfurt: Kärntner Universitäts Druckerei).

Lindensjö, Bo & Lundgren, Ulf (1983) "Att utvärdera utvärdering", *Forskning om utbildning*, Nr 2.

Nilsson, Anders (1983) *Studiefinansiering och social rekrytering till högre utbildning 1920-1977* (Lund: Studentlitteratur) (PhD dissertation, English Summary).

Ohlsson, Rolf (1983) *Högre utbildning, konjunkturer och demografiska förändringar* (Lund: Studentlitteratur)

Pettersson, Lars (1983) *Ingenjörsutbildning och kapitalbildning 1933-1973* (Lund: Studentlitteratur) (PhD dissertation, English Summary).

Sohlman, Åsa (1982) *Utbildning och arbetsmarknad* (Lund: Studentlitteratur).

Area 2. *The organization of higher education*

Falkemark, Gunnar (1982) "Power, Theory & Value" *Göteborg Studies in Politics*, No 10 (Lund: CWK Gleerup) (PhD dissertation).

Kilander, Svenbjörn (1983) "Staten byter ansikte" i Abrahamsson, Kenneth & Ramström, Dick (Red.) *Vägen till planrike. Om stat, sektor och sammanhang* (Lund: Studentlitteratur).

Kim, Lillemor (1982) *Widened Admission to Higher Education in Sweden - the 25/5-scheme - A Study of the Implementation Process* (Stockholm: National Board of Universities and Colleges).

Lane, Jan-Erik, Stenlund, Hans & Westlund, Anders (1982) "Variety of Attitudes towards the Comprehensive University, in: *Higher Education*, Vol 11, 1982, and in: Hermanns, H, Teichler, U & Wasser, H (Hg.) *Integrierte Hochschulmodelle* (Frankfurt: Campus).

Lane, Jan-Erik (1982) "Das Hochschulwesen in Skandinavien in einer vergleichenden Übersicht", in: Huber, L (Ed.) *Europäischen Encyclopedie Erziehungswissenschaft* (Hamburg: Klett-Kotta Verlag).

Lane, Jan-Erik (1983) "Creating the University of Norrland. Goals, Structures and Outcomes." *Umeå Studies in Politics and Administration*, No 7. (Lund: CWK Gleerup).

Lane, Jan-Erik (1983) "Semantic Analysis of the Concept of Power", in: Sartori, G (Ed.) *Social Science Concepts.*

Lane, Jan-Erik & Fredriksson, Bert (1983) *Higher Education and Public Administration* (Stockholm: Almqvist & Wiksell International).

Lane, Jan-Erik (1983) "The Higher Education Profession in Sweden. Structure, Flexibility and Equality", *European Journal of Education*, Vol 18.

Lindensjö, Bo (1983) "Sverige i olag? Allmänintresset under omprövning", *Häften för kritiska studier*, Nr 2, s 3-14.

Lindensjö, Bo (1983) "Den segmenterade staten", i: Abrahamsson, Kenneth & Ramström, Dick (Red.) *Vägen till Planrike. Om stat, sektor och sammanhang* (Lund: Studentlitteratur).

Nilsson, Ingemar (1983) "Medicinen som profession under 1700-talet", *Sociologisk forskning*, Nr 2, s 3-15.

Premfors, Rune (1982) "Values and Higher Education Policy" *Policy Sciences*, 14 (1982) pp. 365-378.

Premfors, Rune (1982) "The Pursuit of Efficiency and Effectiveness in Swedish Government", in: *Appendices to the Third Report from the Treasury and Civil Service Committee*, Annex 3, Memorandum, pp. 70-83 (London: HMSO).

Premfors, Rune (1983) "Numbers and Beyond: Access Policy in an International Perspective", in: *Journal of Higher Education* (1983).

Premfors, Rune (Ed.) (Forthcoming) *Higher Education Organization. Conditions for Policy Implementation* (Stockholm: Almqvist & Wiksell International).

Svensson, Lennart (1982) "The State and Higher Education. A sociological critique from Sweden", in: *European Journal of Education*, Vol 17, No 3, 1982.

Area 3+5. *The research function*

Bengtsson, Margot (1983) *Föräldraidentifikation hos kvinnliga naturvetare och humanister. Utvecklingspsykologiska, differentiella och socialpsykologiska aspekter.* Institutionen för tillämpad psykologi, Lunds universitet (English Summary, PhD dissertation).

Dahllöf, Urban (1982) "Den rika systern eller Askungen?" *Tvärsnitt*, Nr 2.

Elzinga, Aant (1983) "Forskningspolitiken och den liberala korporativismen", *Sociologisk forskning*, Nr 4, s 39-63.

Elzinga, Aant (Forthcoming) "The Growth of Science: Technocatic and Romantic Images", in: Ganelius, Tord (Ed.) *Scientific Progress and its Social Conditions* (London: Pergamon Press).

Elzinga, Aant (Forthcoming) "Review of Barry Barnes, Kuhn and the Social Sciences", *Acta Sociologica*, Vol 27.

Elzinga, Aant & Wittrock, Björn (Eds.) (Forthcoming) *The University Research System: Performance and Policy* (Stockholm: Almqvist & Wiksell International).

"Forskningens villkor och möjligheter. Uppgifter för studier av forskning och forskarutbildning (The conditions and potentialities of research, tasks for studies of research and of graduate and doctoral education)", *UHÄ-rapport*, 1982:9.

Frijonsdottir, Katrin (1983) *Vetenskap och politik. En kunskapssociologisk studie.* (Lund: Akademilitteratur) (English Summary, PhD disstertation).

Neave, Guy & Jenkinson, Sally (1983) *Research on Higher Education in Sweden. An Analysis and an Evaluation.* (Stockholm: Almqvist & Wiksell International).

Premfors, Rune (1983) "Analysis in Politics: The Regionalization of Swedish Higher Education." *Comparative Education Review* (1983).

Premfors, Rune (1983) "Research and Policy-Making in Swedish Higher Education", in: Husén, Torsten (Ed.) *Researchers and Policy Makers in Education* (Oxford: Pergamon, 1983).

Premfors, Rune (1983) "Social Research and Governmental Commissions in Sweden." *American Behavioural Scientist*, 26, 5 (1983).

Premfors, Rune (1983) *Sektorsforskningen och högskolan. En studie av en planeringsprocess.* Group for the Study of Higher Education and Research Policy, Stockholm University (Forthcoming).

Thelander, Jan (1982) "Historia, teori och kunskapsutveckling. Om frågandets konst i kunskapsutvecklingen." *Scandia*, Nr 2, s 303-348.

Wallén, Göran (1982) "The Interaction between the Development of Knowledge and Organization in the Swecon Project." Annex 2 in: Sigurdsson & Granstrand, *Swedish Coniferous Forest Project Swecon* (Lund: Research Policy Institute).

Wittrock, Björn (1982) "Managing Uncertainty of Foreclosing the Options: Futures Planning in the University of California", *European Journal of Education*, Vol 17, No 3.

Wittrock, Björn (1982) "Social Knowledge, Public Policy and Social Betterment: A Review of Current Research on Knowledge Utilization in Policy-Making", *European Journal of Political Research*, Vol 10.

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Wittrock, Björn (1983) "Excellence of Analysis to Diversity of Advocacy: The Multiple Roles of the Leverhulme Study into the Future of Higher Education", *Higher Education*, Vol 12.

Wittrock, Björn (1983) *Policy Analysis and Policy Making: Towards a Dispositional Model of the University/Government Interface*, OECD Technical Cooperation Service Working paper (Paris: OECD).

Area 4. *The educational function*

Allwood, Carl-Martin (1982) *Knowledge, technique and detection of errors in statistical problem solving.* Department of Psychology, Göteborg University (PhD dissertation).

Allwood, Carl-Martin (1982) "Use of Knowledge and error detection when solving statistical problems", in: Vermandel, A (Ed.) *Psychology of Mathematics Education Proceedings of the Sixth PME Conference* (Antwerpen).

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Sjöberg, Lennart (1982) "Belöning, inlärning och prestation", *Forskning om utbildning*, Nr 3, s 32-38.

Sjöberg, Lennart (Forthcoming) "Interest, Achievement and Vocational Choice", *European Journal of Science Education.*

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Current projects

In the following list, "F" indicates that the project will be finished in 1983/84 and "C" that it will be continuing thereafter. "R" indicates major research reports and "D" doctoral theses to appear in 1983 or 1984. References also include the issue numbers of newsletters. "N" indicates that newsletters will appear in 1983 or 1984.

Area 1. *The role of higher education in society*

Aspects of education and the division of labour (1.13, Ass. Prof. Bengt Gesser, Sociology)	F	R		N
Education and the labour market (1.14, Prof. Arne Bigsten et al, Economics)	F		D	N
The expansion of the education sector in Sweden during the 20th century (1.16, Prof. Lennart Jörberg, Economic History)	F	R	DD	N
The equalizing effects of the educational reforms (1.19, Prof. Ingemar Fägerlind, Education)	F	R		N
University studies and concept of reality. A study of effects of education. (1.21, Ass. Prof. Lars Owe Dahlgren, Education)	F	R		82:2
Long-term effects of higher education (1.22, Prof. Sigbrit Franke-Wikberg, Education)	F	R	DD	80:3
Long-term effects of education among post-secondary students (1.23, Prof. Kjell Härnqvist, Education)	F	R	D	80:4
Working life, education and planning (1.24, Dr. Bo Lindensjö, Political Science)	C	R		81:3
Technical knowledge and vocational identity (1.26, Dr. Boel Berner, Sociology)	C	R		82:7
Swedish education planning 1935-1979 (1.27, Mac Murray, MA, Education).	F		D	N
Knowledge, attitudes and values in computer programming (1.28, Prof. Lars Ingelstam, Tema, Linköping, 1983-86).	C	R		N

Area 2. *Higher education as an organization*

Alternative educational structures in the northern educational region (2.5, Ass. Prof. Nils Häggström, Geography)	F		D	N
Production and productivity of Swedish universities (2.6, Prof. Ingemar Ståhl, Economics)	F		D	N
A study of the implementation of the reform of higher education (2.12, Dr. Yngve Myrman, Political Science)	F	R		N
Problems of management and decision-making in higher education (2.13, Prof. Dick Ramström, Business Economics)	F	R		N
Attitudes in higher education. A survey of post-secondary teachers (2.14, Ass. Prof. Jan-Erik Lane, Policitcal Science)	F	R		79:5
From cultivation to education: A study of the development of Swedish universities (2.15, Dr. Lennart G Svensson, Sociology)	F	R		80:9
Ideology, science and society (2.17, Prof. Sven-Eric Liedman, History of Ideas)	F	R		80:11
Ideologies of education and research in the health-care sector (2.18, Ass. Prof. Aant Elzinga, Theory of Science)	F	R		80:12
Links with research and with working life in sectorized programmes within higher education (2.19, Prof. Edmund Dahlström, Sociology)	F	R		80:13
A book on Roskilde University Centre (2.20, Ass. Prof. Jan Annerstedt, Political Science)	F	R		
Knowledge traditions in the education of preschool teachers (2.21, Prof. Ference Marton, Education)	F	R	D	81:4
Bureacrats, education, and public administration (2.23, Prof. Rolf Torstendahl, History)	C	R		82:5
Institution and ideology 1880-1980 (2.24, Prof. Sven-Eric Liedman, History of Ideas)	C	R		N
Liberty, responsibility and science. Student Organizations 1945-65 (2.25, Nils Runeby, History of Ideas)	C	R		N

Area 3+5. *The conditions and potentialities of research*

The results of graduate and doctoral training (3.2, Prof. Birgitta Odén, F story)	F	R		N
Scientific development, research organization, and research careers (3.8, Ass. Prof. Aant Elzinga, Theory of Science)	F	R		N
Research culture and research community (3.11, Dr Katrin Fridjonsdottir, Sociology)	C	R		82:6
Practitioners and social scientists - planning and the utilization of social science (5.1, Prof. Edmund Dahlström, Sociology)	F	R	D	78:5
The use of sectoral research (5.4, Ass. Prof. Rune Premfors, Political Science)	C	R		82:1

Area 4. *The conditions and potentialities of education*

Study skill in mechanics (4.22, Ass. Prof. Lennart Svensson, Education)	F	R	D	79:9
Study interest (4.23, Prof. Lennart Sjöberg, Psychology)	F	R		82:8
Intellectual maturity as an educational ideal (4.25, Prof. Sören Halldén, Philosophy)	C	R		81:6
Subject-didactic studies of research training in biology and physics (4.26, Ass. Prof. Leif Lybeck, Education)	C	R		N
Education for the application of statistics. A study of knowledge perspectives (4.27, Dr Bengt Molander, Philosophy)	C	R		N

RESEARCH INTO HIGHER EDUCATION

The composition of the advisory groups, by categories (1972--83)

	72	*73*	*74*	*75*	*76*	*77*	*78*	*79*	*80*	*81*	*82*	*83*
Practitioners/planners												
Universities, colleges	-	-	-	3	3	3	3	3	3	3	3	3
National Board of Universities and Colleges (and its predecessor)	2	2	2	3	3	4	4	3	3	3	3	3
	2	2	2	6	6	7	7	6	6	6	6	6
Researchers (professors)												
Philosophy, history					1	1	1	2	2	2	2	2
Economics, geography			1	1	1	1	1	1			1	1
Education, psychology	2	2	2	2	1	1	1	1	1	1	1	1
Sociology	1	1			1	1	1		1	1	1	1
Political Science		1	1	1	1	1	1	1	1	1		
	3	4	4	4	5	5	5	5	5	5	5	5